NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

Anthony V. Ceres School

*This plan is only for Title I schoolwide programs that are ***not*** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PERTH AMBOY BOARD OF EDUCATION	School: Anthony V. Ceres School
Chief School Administrator: Dr. David Roman	Address: 445 State Street
Chief School Administrator's E-mail: droman@paps.net	Grade Levels: K-4
Title I Contact: Pamela Spindel	Principal: Michelle Velez-Jonte
Title I Contact E-mail: Pamespindel@paps.net	Principal's E-mail: michvelez@paps.net
Title I Contact Phone Number: 732-376-6200	Principal's Phone Number : 732-376-6121

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✓ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Michelle Velez Jonte	*Michelle Velez Jonte*	6/1/15
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

Critical Overview Elements

- The School held ____9___ (number) of stakeholder engagement meetings.
- State/local funds to support the school were $ 7,799,032 , which comprised .9765 % of the school's budget in 2014-2015.
- State/local funds to support the school will be $ 8,706,403 , which will comprise .9793 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Tutoring	#'S 1-3	Literacy Improvement	100-100	**$ 30,000**
I-Ready	#'S 1-3	Literacy & Math Improvement	100-600	**$10,080**
A.M and P.M Enrichment Program	#'S 1-3	Literacy & Math Improvement	100-100	**$60,375**
Parent Literacy Academy	#'S 1,2 & 4	Literacy Improvement	100-800 200-800	**$9,650**
Authors Visits	#'S 1 and 2	Literacy Improvement	100-300	**$5,000**
Parent Workshops (Survival Tips)	#'s 1-4	Parent Involvement Improvement	100-800 200-800	**$1,350**
MyOn	#'s 1 & 2	Literacy Improvement	100-600	**$5,000**
Reading & Math Summer Programs	#'s 1-3	Literacy & Math Improvement	100-100 200-100 100-600	**$27,400** Math- **$25,000**

			200-500	
NJIT	#'s 1 & 3	Math Improvement	100-100 100-500 100-600 200-100	**$5,000**
KEAN STEM PROGRAM	#'s 1 & 3	Math Improvement/Extended Summer	100-500 200-500	**$5,000**
G&T Consultant	#1, 2 & 3	Literacy & Math Improvement	200-600	**$3,000**

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA* §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Michelle Velez-Jonte-ScIP/DEAC	Principal	√	√		
Jose Santos-ScIP	Vice Principal	√	√		
Merita Euell-ScIP	Instructional Leader	√	√		
Kimberly Massimino-ScIP	4th- Teacher Ed-Leader	√	√		
Brittany Robinson-ScIP	3rd- Teacher Ed-Leader	√	√		
Anissa Rubenstein-ScIP	2nd-Teacher Ed-Leader-Inclusion	√	√		
Jenna Piccarelli-ScIP	1st-Teacher Ed-Leader	√	√		
Yamilka VanIhsem-ScIP	K-Teacher Ed-Leader-Dual	√	√		
Myra McDonald-ScIP	Reading Specialist	√	√		
Jasmin Molleda-ScIP/DEAC	Interventionist	√	√		

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Hilton Vargas-DEAC	K- Teacher Ed-Leader	√	√		
Cecilia Crespo- DEAC	3rd- Teacher Ed-Leader	√	√		
Victoria Pullaro- DEAC	ESL Teacher Leader	√	√		
Diane Crawford-DEAC	K-Inclusion Teacher Ed-Leader	√	√		
Pamela Spindel	Director of Special Funded Programs	√	√	√	
Jasmin Minaya	Fiscal Specialist	√	√	√	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
July 2014	Anthony V. Ceres Elementary School	Comprehensive Needs Assessment	**Yes**	**No**	**Yes**	**No**
September 22, 2014	Anthony V. Ceres Elementary School	ScIP Qualifications, Identifying PD opportunities, SGO's, DEAC, Teach NJ Act	√			√
January 14, 2015	Anthony V. Ceres Elementary School	Cycle 1 Data, PD for staff, Pilot programs	√		√	
January 30, 2015	Anthony V. Ceres Elementary School	Meaningful PD based on cycle 1 data, Domain 3 Danielson, Hallway Literacy,	√		√	
February 11, 2015	Anthony V. Ceres Elementary School	Re-cap of Paul Palleck in last DEAC Meeting	√			√
March 2, 2015	Anthony V. Ceres Elementary School	Review of cycle 1&2 staff observations, PD, Mentor check list	√			√
April 21, 2015	Anthony V. Ceres Elementary School	SGO's, PD Survey, Behavior, Communication, Committees, Schedules,	√		√	

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

		Bulletin boards				
May 20, 2015	Anthony V. Ceres Elementary School	PD Survey Results, PDP's, Committees, Social studies parade, schedules, bulletin boards, pictures, June wrap up	√		√	
June 10, 2015	Anthony V. Ceres Elementary School	TBD	√		√	

***Add rows as necessary**.

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	We, the Anthony V. Ceres School Staff, in partnership with the parents and community of Perth Amboy, dedicate ourselves to create a safe, nurturing environment conducive to learning for all of our students. Through the application of standard-based instruction, students will achieve the New Jersey Core Curriculum Content Standards through opportunities to develop independent learning skills, creative problem solving strategies, and a sense of responsibility while respecting the diversity of others. Instruction will be promoted, recognizing different learning modalities to foster individual success for all students to ensure that truly no child is left behind.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned?

   The school educational program was implemented as planned. The existing and the new initiatives were implemented in a timely manner. The new teacher observation tool, Teachscape, STAR Assessment, the district benchmark assessments for all grade levels to determine student growth, and the implementation of the district's K-1 intervention initiative were incorporated in all classrooms to increase literacy proficiency.

2. What were the strengths of the implementation process?

   The previous and new initiatives continued being implemented with the commitment to make them work to improve student learning. Teachers and staff understood the needed to carry out the programs that had proven successful in the past and to make revisions to those components that did not prove as effective as originally believed. We were able to obtain vital data using Performance Matters in order to pinpoint trends within the school and drive instruction accordingly.

3. What implementation challenges and barriers did the school encounter?

   The barriers and challenges during the implementation process were getting familiar with the new implementation and being able to better evaluate the process as the year progressed. Staff and teachers perceived the new initiatives as additional responsibilities without the added benefit of more time to implement during the school day and without the evidence that the initiatives would work to improve student learning. In addition, the district was piloting two new reading series where roughly 30% of the staff was learning the new materials given to them and planning accordingly to assure all standards of the newly implemented curriculum was being met.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   One of our apparent strengths was that we were able to better drive instruction according to our data. One of our apparent weaknesses was it took some time to adjust to the changes and better understand the process.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Although there was not 100% buy- in from all the stakeholders to implement the programs, stakeholders are committed to the students' academic success and were willing to try the initiatives. In addition, the entire school, beginning with the leadership, got involved in the implementation of the initiatives. There was a global understanding that it is the responsibility of all grade levels and participants to make the school's educational programs work. The stakeholders participate in group decision-making through their PLC's and their input was taken into account when making decisions by consensus. The perception of team work and collaboration facilitates the buy-in from the stakeholders.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Staff and teachers perceived the new initiatives of the school wide program as additional responsibilities without the added benefit of more time to implement during the school day and without the evidence that the initiatives would work to improve student learning. At first some staff members perceived some of the new initiatives as obtrusive due to the lack of trust. Others were apprehensive because they did not understand the program or believe there was a need for it in their classrooms. Some felt that, due to the lack of time to successfully implement the curriculum, it was rushed and was perceived as one more thing to do. Although there was a degree of negative perceptions amongst the staff, the perception of team work and collaboration, as well as, the commitment to the students' success, ultimately resulted in enough buy-in from the stakeholders to implement the school-wide educational program. We used surveys throughout the year as a tool to measure the staff's perceptions.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   The community and the parents perceived that the implementation of the school wide educational program at the Anthony V. Ceres School is generally effective. The on-going communication between school and parents produces a degree of transparency and promotes an understanding of collaboration and mutual respect, where parents are notified of the school's activities and allowed to participate in the decision making process.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?

   The delivery for each program consisted of a variety of methods, which included whole class sessions, small group sessions and one-on-one sessions. In addition, when the program or activity required it, the delivery method was to the entire school, one grade level and/or multiple grade levels. The delivery methods are based on the need and the nature of the task. For staff professional development, the methods used included district-wide workshops, school-wide workshops, grad- level meetings, and PLC meetings.

9. How did the school structure the interventions?

   Based on the district initiative for our K-1students, our school was able to implement interventionists to service all K and first grade classes for 90 minutes of literacy throughout the year. All other students in need had options to join morning programs as well as afterschool programs to better their academic needs. These options were communicated to parents who were responsive and willing to allow their children to continue this improvement.

10. How frequently did students receive instructional interventions?

    Kindergarten and first grade classes received 90 minutes of literacy intervention every day of the school year.

11. What technologies did the school use to support the program?

    Multiple technologies were utilized to support the program. Teachers used Smartboards, document cameras, Chrome books iPods, iPads, laptops, projectors, digital cameras, classroom sound amplifying systems, translating devices, the internet and a school-home messaging device. Students used these technologies on a daily basis in an interactive manner to enhance and facilitate learning.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

12. Did the technology contribute to the success of the program and, if so, how?

Students today are dubbed the I-Generation. Without technology implemented, we are not reaching the way their brains are wired. Technology contributed to the success of the program because it facilitated student learning and resulted in the enhanced perception of the students that learning is fun, which is a powerful motivator. The ability to communicate with parents using the School Messenger system and the use of the translating devices enhances parental involvement, which results in improved student performance. Technology minimizes labor in certain tasks for the teachers and facilitates the data collecting and analyzing, which results in better and quicker decision making.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** **or** ***did not*** **result in proficiency (Be specific for each intervention).**
Grade 4	33	N/A	Performance Matters: data collection, data analysis, Workstation in ELA, before & after school programs, Differentiated Instruction, Technology Integration in all content areas, use of other outside consultants, MyOn	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy may be linked to the students' gaps in vocabulary development, language fluency, writing, working with and analyzing text, higher level thinking skills, conceptual skills, and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 5				
Grade 6				
Grade 7				
Grade 8				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Grade 4	57	N/A	Calendar Math, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program), use of other outside consultants.	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy may be linked to the students' gaps in vocabulary development, language fluency, writing, working with and analyzing text, higher level thinking skills, conceptual skills, and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

- Scores based on ELA benchmark 2 for 2014-2015

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions ***did*** or ***did not*** result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	42	35	All intervention teachers were scheduled to service all kindergarten and first grade classrooms for a 90 minute ELA period daily. This time slot was implemented into each classroom teachers schedule where an additional intervention teacher went in and pulled students for small group instruction.	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy may be linked to the students' gaps in vocabulary development, language fluency, writing, working with and analyzing text, higher level thinking skills, conceptual skills, and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 1	53	43		
Grade 2	30	33	Performance Matters: data collection, data analysis, Workstation in ELA, before & after school programs, Differentiated Instruction, Technology Integration in all content areas, use of other outside consultants, MyOn	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy may be linked to the students' gaps in vocabulary development, language fluency, writing, working with and analyzing text, higher level thinking skills, conceptual skills, and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

				when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English.
Grade 9				
Grade 10				

Mathematics	**2013 - 2014**	**2014 - 2015**	**Interventions Provided**	**Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).**
Pre-Kindergarten				
Kindergarten	12	11	Calendar Math, Performance Matters: data collection, data analysis, Workstation in Mathematics, before & after school programs, Differentiated Instruction, Technology Integration in all content areas, First in Math (online program for 2nd -4th grade), use of other outside consultants.	Upon analyzing student data, administrators and staff believe that root causes for low performance in Language Arts Literacy may be linked to the students' gaps in vocabulary development, language fluency, writing, working with and analyzing text, higher level thinking skills, conceptual skills, and procedural knowledge of mathematics. In addition, it is believed that an achievement gap may exist for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement
Grade 1	30	33		
Grade 2	63	76		

				tools that are administered in English.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA & Math	Students with Disabilities, Migrant, Homeless, ELLs, Economically Disadvantaged	Higher Order Thinking Skills development 3b: Questioning and discussion techniques 3c: Engaging students in learning 45-minute intervention (90-minute for K-1 students) Harcourt Reading Program Reading Specialists & Literacy Coach (General, Bilingual and Special Education): Model Lessons Book Room Performance Matters, data collection, data analysis Grade Level Common Formative and Summative Assessments Computer based program 300 plus book	YES	STAR, NJASK,PARCC, Language Arts and Mathematics District Benchmarks, EDL, teacher made formative assessments, quarterly grades, ACCESS, DRA2, SGO's, Performance Matters,	In June 2015, the 3rd & 4th grade **total population** of the Anthony V. Ceres Elementary School will meet the state target of 79% in Language Arts Literacy and will meet the State target of 83% in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Students with Disabilities population** of the Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and will meet the Target in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Limited English Proficient population** of the Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and 83% in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Economically Disadvantaged population** of Anthony V. Ceres Elementary School will meet the state

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Classroom Library: Workstations in Reading, Writing, math and Technology Flexible, small group reading at instructional levels Differentiated Instruction Technology Integration: Safari, Montage, PowerPoint, Word, SMART Boards, etc. Math Learning Stations Performance Matters, data collection, data analysis Flexible, small groups at instructional levels Differentiated Instruction First in Math Online Program			Target of 79% in Language Arts Literacy and will meet 83% in Mathematics, as defined by the NJDOE In June 2015, the 3rd & 4th grade **Homeless/Migrant population** of the Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and will meet 83% in Mathematics, as defined by the NJDOE

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Students with Disabilities, Homeless, Migrant, ELLs, Economically Disadvantaged	Before and After school Academic Programs	YES	STAR, NJASK, PARCC, Language Arts and Mathematics District Benchmark Assessments, teacher made formative assessments, quarterly grades, NJACCESS.	In June 2015, the 3rd & 4th grade **total population** of the Anthony V. Ceres Elementary School will meet the state target of 79% in Language Arts Literacy and will meet the State target of 83% in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Students with Disabilities population** of the Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and will meet the Target in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Limited English Proficient population** of the Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and 83% in Mathematics, as defined by the NJDOE. In June 2015, the 3rd & 4th grade **Economically Disadvantaged population** of Anthony V. Ceres Elementary School will meet the state Target of 79% in Language Arts Literacy and will meet 83% in Mathematics, as defined by the NJDOE In June 2015, the 3rd & 4th grade **Homeless/Migrant population** of the Anthony V. Ceres Elementary School will meet

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
				the state Target of 79% in Language Arts Literacy and will meet 83% in Mathematics, as defined by the NJDOE

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities, Migrant, Homeless, ELLs, Economically Disadvantaged	Standard Solutions for all 3rd and 4th grade staff based on the PARCC ,Monthly District Professional Development, Teachscape, Pilot Program PD	YES	Surveys, Teacher Observations, Assessment results ; Benchmarks, STAR, teacher assessments	At least 80% of the staff that attended the workshops perceived that the workshops were informative and met their expectations.
Math	Students with Disabilities, Migrant, Homeless, ELLs, Economically Disadvantaged	Standard Solutions for all 3rd and 4th grade staff based on the PARCC ,Monthly District Professional Development, Teachscape, Pilot Program PD	YES	Surveys, Teacher Observations, Assessment results ; Benchmarks, STAR, teacher assessments	At least 80% of the staff that attended the workshops perceived that the workshops were informative and met their expectations.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities, Homeless, Migrant, ELLs, Economically Disadvantaged	Family Literacy Night	Yes	Parent Sign In and surveys	At least 80% of the parents that attended the workshops perceived that the workshops were informative and met their expectations.
Math	Students with Disabilities, Homeless, Migrant, ELLs, Economically	Grade level math workshops	Yes	Parent Sign In and surveys	At least 80% of the parents that attended the workshops perceived that the workshops were informative and met their expectations.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

✓ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Michelle Velez- Jonte	*Michelle Velez Jonte*	
Principal's Name (Print)	**Principal's Signature**	**Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR, NJASK, PARCC, Language Arts Benchmark and Common Assessments, EDL, DRA2	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Writing	STAR, NJASK, PARCC, Language Arts Benchmark and Common Assessments	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Academic Achievement - Mathematics	STAR, PARCC, Math Benchmark and Common Assessments	Collectively these assessments inform us about the academic growth the students have made. They identify skills in which students need improvement. Data analysis of the assessments helps to drive and differentiate instruction.
Family and Community Engagement	Parent Surveys, Attendance Sheets from activities. Attendance Sheets from Parent/Teacher Conferences	These measures indicate the amount of parent participation needed to identify the needs of the parents, and the parents' concerns and impressions of what is taking place at the school level. In addition, they measure the success of the programs that are offered to the parents and allow them to make suggestions.
Professional Development	Professional Development Staff Evaluation Sheets, teacher observations/evaluations	These measures indicate what professional development the teachers feel they need and what areas in which they would like to focus. They give the staff members' perception on the usefulness and effectiveness of the professional development given. The teacher observations/evaluations

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
		reflect if the initiatives / strategies presented in workshops are being effectively applied in the classroom or if more professional development is needed and in what areas.
Leadership	Administrative Evaluation Report, Annual Conference, Principal's Professional Growth Plan Year-end Administrators' Report to the Superintendent	The Superintendent meets with the Principal for an annual conference to discuss goals and objectives for the school year which includes the Principal's Professional Growth Plan and professional development needs. In addition, the Superintendent evaluates the Principals in the areas of planning, management , assessment of student achievement, school climate, curriculum implementation & monitoring, professionalism, professional growth, supervision/ program administration, and community relations.
School Climate and Culture	Program Evaluations, Professional Development Surveys	These surveys and evaluations allow teachers to provide insight as to the implementation and effectiveness of school initiatives/programs. In addition, teachers provide suggestions as to how these initiatives/programs can be improved or modified.
School-Based Youth Services	STAR, NJASK, Language Arts and Mathematics Common and benchmark assessments, EDL, DRA2, testing, teacher made formative assessments, quarterly grades, ACCESS.	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies.
Students with Disabilities Homeless Students Migrant Students English Language Learners Economically Disadvantaged	Star, NJASK, Language Arts and Mathematics Common formative and summative assessments, teacher made formative assessments, quarterly grades, ACCESS, Pre and Post EDL, NJ ASK,	These assessments help identify each student's level of reading, writing, and mathematics skills in specific cluster/areas that the students need to improve. Analysis of the data generated from the assessments helps to drive and differentiate instruction and focus instructional strategies. These measures indicate if the student is making progress and the specific skills the students are lacking. They serve as documentation on the students' performance and indicate if the student needs further services or placement in I&RS.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

The Anthony V. Ceres Elementary School goal is to continue raising achievement levels while meeting the Common Core State Standards (CCSS) through implementation of a comprehensive school program and collaboration among school, parents, and the community. Our school staff has benefited from the teamwork, planning, and emphasis on skill building that has been in place. We have learned to use collaboration to facilitate change in our school. For example, based on our initial needs assessment, committees were formed and programs were implemented to assist us in reaching our goals and objectives. The staff works diligently to provide instruction that addresses the Common Core State Standards (CCSS) in Mathematics and English Language Arts and the New Jersey as well as the state standards in Science and Social Studies. Unfortunately, an achievement gap exists for some students when they enter school. The implementation of a comprehensive school plan that includes collaboration of staff, parents and the community is instrumental in closing that achievement gap for our students during their time in our school. To achieve this goal for our students, all stakeholders within the school community collaborate to effect change. Strategic planning takes place to meet those needs while aligning classroom instruction to the (CCSS). The teachers are provided with staff development opportunities, as well as needed resources to support instruction and assist them in reaching our goals. These efforts have led our students to successful performance on the PARCC in Mathematics and Language and the New Jersey Assessment of Skills and Knowledge (NJASK) in Science. We also analyze data received from various sources, such as STAR, common grade level assessments, District Benchmark Assessments, baseline inventories, writing samples, word analysis inventories, running record, DRA's, and the ACCESS test. This data is aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data is distributed to all of our staff throughout the school year. The school administration and teachers continuously review and discuss the data at curriculum and assessment committee meetings, grade level meetings, articulation meetings and faculty meetings. Benchmark Assessments, as per the district assessment calendar, in both language arts and math have been developed. Our school has instituted a comprehensive and balanced literacy schedule program using the Project Read Exemplary Day Framework. During guided reading, small, flexible, leveled group instruction will continue to be in effect with frequent, on-going assessments. Literacy instruction, using differentiated strategies is implemented within the guided and sustained self-selected reading, word knowledge/vocabulary building, and process writing. Learning centers are in place in all classrooms and provide an opportunity for differentiated instruction in Literacy and Mathematics. Additionally, all first grade and kindergarten classes have interventionists that pull small groups for differentiation in ELA for 90 minutes daily, as well as having the reading specialists provide supplemental assessments for at-risk students. After the formative common assessments are administered and evaluated, the intervention teachers work collaboratively with the classroom

teachers to support the Common Core State Standards (CCSS) addressed in the common assessments. Students at-risk of failing are identified at the end of the year and are placed in a Bridge Program the following year with an intervention teacher where they spend 75% of the day focusing on Reading, LA and Math skills.

2. What process did the school use to collect and compile data for student subgroups?

The process the Anthony V. Ceres Elementary school used to collect and compile data for student subgroups consisted of the following:

- State Testing Scores
- Common District Benchmark Assessments, as per the assessment calendar
- ACCESS Test
- STAR Reading or Early Literacy and Math Assessments
- Quarterly Common Assessments (math, reading (fiction and non-fiction) writing)
- Word Analysis Inventory
- Running Records
- Performance Matters Data Results

The data from these assessments are aggregated based on the total population of our students as well as the subgroups defined by the NJ Department of Education. This data accessed to all staff members throughout the school year. The school administration and teachers continuously review and discuss the test results at curriculum and assessment committee meetings, grade level meetings, articulation meetings, and faculty meetings. Instructional practices are modified to meet the needs of the students in the subgroups.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

The state assessments, NJASK and PARCC are criterion referenced tests completed to determine student progress toward achieving the CCSS. Results are received from state contracted ETS, Pearson, and McGraw Hill companies. Assessments noted are both norm-referenced and research based. Other results are based on the NJ Rubric used for the NJASK/PARCC in math and the NJ Holistic Scoring Rubric for writing. Anchor papers have been developed from the students' writings based on the state rubric. The anchor

papers are used as a standard of good writing and are used to model and improve students' writing. STAR Assessment is a norm-referenced test that assesses student abilities in reading and mathematics. It compares each student's score with those throughout the state and across the nation.

4. What did the data analysis reveal regarding classroom instruction?

Data acquired through analysis of all student assessments revealed the weaknesses and strengths of all the students. Teachers worked in grade level PLC's to compare student results. Best practices for the teaching of specific skills that have been proven difficult for the students were identified. Teachers observed colleagues using these effective strategies that they in turn used to instruct their own students. Data results were reviewed by reading specialists and intervention teachers alongside administration. The specialists modeled lessons and provided resources to the classroom teachers. Intervention teachers reviewed data results and collaborated with classroom teachers to provide individual or groups of students' instruction in the skills that they lacked or excelled in during the daily 45-minute intervention period. In addition, teachers have licenses for struggling students for a program called I-Ready which targets student weaknesses and generates lessons accordingly. Also, teachers use workstations in all content areas to reinforce skills previously taught.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

Upon analyzing student data and data collected as discussed previously, the professional development received by our teachers was effective; however an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup includes many first year students that may not be proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. In addition other subgroups show weakness in comprehension skills. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC. This realization will not keep us from continuing to provide our teachers with top-notch professional development and striving to ascertain that all students learn.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

6. How does the school identify educationally at-risk students in a timely manner?

At-risk students are identified using multiple measures of assessments such as NJASK, PARCC, STAR, District Benchmark Assessments, Common Assessments, DRA's, Running Records, teacher observations, and collection of student produced work. These students are referred to our I&RS team who then strategize ideas and ways to meet the needs of these students. At times, further testing is warranted form our School Crisis team. At-risk students are also identified at the end of the school year when all assessment data has been analyzed and reviewed. Administrators, teachers, and support staff determine the students who are in need of additional assistance to work in small groups with differentiated instruction, as well as identifying the lowest 20% of at risk students.

7. How does the school provide effective interventions to educationally at-risk students?

In the Kindergarten and 1st.grade classes, there is a daily 90-minute intervention period, in which the intervention teachers work collaboratively with the classroom teachers to support the Common Core State Standards (CCSS) addressed in the common assessments. Intervention teachers work in conjunction with the classroom teachers with small groups during the daily guided reading portion of the literacy block. In second grade we have an additional period pf literacy built in towards the end of the school day where 20% of the at-risk students are pulled out for an additional period of literacy by two of our teachers with reading backgrounds.

8. How does the school address the needs of migrant students?

n/a

9. How does the school address the needs of homeless students?

When homeless students are identified, they are referred to the Federal Office for services. Since the district provides students with transportation to their home school, their academic instruction is not interrupted. All programs offered to the students of the Anthony V. Ceres School are provided to all with no exceptions. In addition, counselors and the home-school liaison provide support and informational resources to the families and the students that are affected.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

Teachers are encouraged to participate in discussions regarding how to improve instruction and implementation of district initiatives, as well as giving feedback to district created benchmarks through Principal's Staff Development Meetings, and Grade Level PLC Meetings. Feedback is gathered from each grade level and then emailed to the respected supervisors of the district for consideration.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?

Efforts are made to provide a seamless transition for students between their Preschool experience and their Kindergarten program. Articulation sessions with Preschool and Kindergarten teachers are planned with attention to professional development opportunities that may be necessary. Preschool teachers received training to become familiar with the constructivist approach to teaching math being utilized in our Kindergarten to Grade 4 programs.

Parents are invited to a "Transition into Kindergarten" orientation session provided by the Elementary School Principals to introduce them to the Kindergarten curriculum, emphasize mandatory immunizations and physicals, and discuss the district's transportation and mandatory school uniform policies and procedures.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

Throughout the school year elementary school principals meet in group and individually to discuss issues and concerns related to the elementary schools. Data on test scores from standardized tests and district Common assessments are discussed. Areas of focus are identified and the programs and initiatives related to these programs are reviewed. New programs or initiatives are looked at to determine their possible implementation to improve student learning. Professional developments for teachers are identified according to their needs. Teacher and parent input are obtained through meetings and surveys. Once we have analyzed all our data, through discussion and collaboration, the priority problems are identified.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	**Closing the Achievement Gap**	**Language Arts Literacy**
Describe the priority problem using at least two data sources	At the Anthony V. Ceres School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the Anthony V. Ceres School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.
Describe the root causes of the problem	An achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC .	An achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC .
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Name of scientifically research based intervention to address priority problems	PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.	PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.
How does the intervention align with the Common Core State Standards?	Curricula all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of	Curricula all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

	Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.	Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	**Mathematics**	**Working with parents**
Describe the priority problem using at least two data sources	At the Anthony V. Ceres School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap.	At the Anthony V. Ceres School, an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. The lack of parental support has a negative impact on the academic performance of students. Many students come to school late, without homework, or uniforms and are unprepared to learn. School attendance and tardiness are also an obstacles to learning.
Describe the root causes of the problem	An achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful in achieving the CCSS that are assessed by the PARCC .	At the A.V Ceres School an achievement gap exists for some students when they enter our school. Socio-economic status and low levels of English language acquisition continue to be contributing factors of this gap. Many parents lack the capacity to assist with homework and school readiness due to economic responsibilities that take away time and energy. We offer our students many programs and strategies while at school, but when they go home they don't have the availability of resources that students in other districts have. Our LEP subgroup may include many first year students that are not proficient enough in English to successfully demonstrate knowledge on the various measurement tools that are administered in English. It is the school's intention to continue to strive to prepare these subgroups with the skills needed to be successful

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

		in achieving the CCSS that are assessed by the PARCC & NJASK Science.
Subgroups or populations addressed	All Students: General, SPED, LEP, K-4	All Students: General, SPED, LEP, K-4
Related content area missed (i.e., ELA, Mathematics)	N/A	N/A
Name of scientifically research based intervention to address priority problems	PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.	PLC's, Quantum Learning, Instructional Rounds, 3b, 3c, K-2 Literacy Initiative, Phonemic Awareness, 45-minute intervention block. Harcourt Reading Program, Sing, Spell, Read, and Write Program, Reading Specialists (General & Special Education): Model Lessons, Book Room, Grade Level Common Formative Assessments, Exemplary Reading Schedule, 300 plus book Classroom Library: Leveled /Themed, data collection, data analysis, Workstations in Reading, Writing and Technology, Flexible, small group reading at instructional levels, Differentiated Instruction, Homework initiative: 20 minutes of reading, Technology Integration: Safari, Montage, PowerPoint, Word, etc., Paraprofessionals, Brain Based Learning Strategies, Parent Workshops/Parent College, Use of outside consultants, Harcourt Science, modeling of Lessons, Math for Understanding, Calendar Math, Workstations in Mathematics, SMART Board initiative, First in Math Online Program, Houghton Mifflin/Expressions/Investigations.
How does the intervention align with the Common Core State Standards?	Curricula all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research	Curricula all subject areas are aligned to the CCSS. Curriculum planning guides in language arts literacy and math are organized into nine-week intervals and are aligned to the CCSS. Common assessments are also in place for literacy and math and are used to plan for instruction. Grade level PLC's will continue to research

	and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.	and formulate ideas, formats, and resources in collaboration with school and district administration to ensure development of instructional units that effectively address all CCSS. The district's focus is on the development of academic English, including content area vocabulary, reading comprehension and writing across content areas. ELL instruction is guided by the district's curriculum guides and the NJ Department of Education English Language Proficiency Standards, which correlate CCSS in Language Arts Literacy with the TESOL standards.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent Workshops (survival tips) MyOn, Ela/ Math Summer Programs, NJIT, Data Analysis, Differentiated Instruction, Vocabulary Building, Book room, 300+ classroom libraries, common assessments, reading specialists, literacy improvement, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Outside consultants for PD, G&T Program	District Administrators, School Administrators, Supervisors, and Certified Staff	Writing Samples, Word Analysis Inventory, Writing Benchmarks and Running Records, DRA's, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Benchmark results, observations	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that "better libraries are related to better reading, as measured by standardized tests". Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America's Schools, 1998. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits
Math	Students with Disabilities	Tutoring, I-Ready, Afterschool, Morning, Author's Visits, Parent Workshops (survival tips) Math Summer Programs, NJIT, Data Analysis, Differentiated Instruction, Vocabulary Building, common assessments, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Go-Math, Calendar Math, Mountain Math Outside consultants for PD, G&T Program	District Administrators, School Administrators, Supervisors, and Certified Staff	Journal reflections, district benchmark assessments, STAR math, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Benchmark results, observations	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that "better libraries are related to better reading, as measured by standardized tests". Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America's Schools, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Homeless	Data Analysis, Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent Workshops (survival tips) MyOn, ELA Summer Programs, Differentiated Instruction, Vocabulary Building, Book room, 300+ classroom libraries, common assessments, reading specialists, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Outside consultants for PD, G&T Program	District Administrators, School Administrators, Supervisors, and Certified Staff	Writing Samples, Word Analysis Inventory, Writing Benchmarks and Running Records, DRA's, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Benchmark results, observations	
Math	Homeless	Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Parent Workshops (survival tips) Math Summer Programs, NJIT, Data	District Administrators, School Administrators, Supervisors, and Certified Staff	Journal reflections, district benchmark assessments, STAR math, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading /

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Analysis, Differentiated Instruction, Vocabulary Building, common assessments, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Go-Math, Calendar Math, Mountain Math Outside consultants for PD, G&T Program		Records, Benchmark results, observations	Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that “better libraries are related to better reading, as measured by standardized tests”. Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America’s Schools, 1998. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's	District Administrators, School Administrators,	Writing Samples, Word Analysis Inventory, Writing Benchmarks and Running Records, DRA's,	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Visits, Parent Workshops (survival tips) MyOn, ELA Summer Programs, Data Analysis, Differentiated Instruction, Vocabulary Building, Book room, 300+ classroom libraries, common assessments, reading specialists, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Outside consultants District Administrators, School Administrators, Supervisors, and Certified Staff for PD, G&T Program	Supervisors, and Certified Staff	Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Records, Benchmark results, observations	Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that “better libraries are related to better reading, as measured by standardized tests”. Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America’s Schools, 1998.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits
Math	ELLs	Tutoring, I-Ready, Afterschool, Morning, Parent Workshops (survival tips) MyOn, Math Summer	District Administrators, School Administrators, Supervisors,	Journal reflections, district benchmark assessments, STAR math, Program Usage Data, Level Materials Implementation, Level of Technology Integration,	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Programs, NJIT, Data Analysis, Differentiated Instruction, Vocabulary Building, common assessments, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Go-Math, Calendar Math, Mountain Math Outside consultants for PD, G&T Program	and Certified Staff	Teacher Observation/Anecdotal Records, Benchmark results, observations	Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that "better libraries are related to better reading, as measured by standardized tests". Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America's Schools, 1998. Optiz, M. Flexible Grouping in Reading:

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits
ELA	Economically Disadvantaged	Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent	District Administrators, School Administrators, Supervisors,	Writing Samples, Word Analysis Inventory, Writing Benchmarks and Running Records, DRA's, Program Usage Data, Level Materials Implementation, Level	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing,

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Workshops (survival tips) MyOn, ELA Summer Programs, Data Analysis, Differentiated Instruction, Vocabulary Building, Book room, 300+ classroom libraries, common assessments, reading specialists, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Outside consultants for PD, G&T Program	and Certified Staff	of Technology Integration, Teacher Observation/Anecdotal Records, Benchmark results, observations	Spell, Read and Write on Reading / Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that “better libraries are related to better reading, as measured by standardized tests”. Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America’s Schools, 1998. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits
Math	Economically Disadvantaged	Tutoring, I-Ready, Afterschool, Morning, Parent Workshops (survival tips) Math Summer Programs, NJIT, Data Analysis, Differentiated	District Administrators, School Administrators, Supervisors, and Certified Staff	Journal reflections, district benchmark assessments, STAR math, Program Usage Data, Level Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal	Costa & Garmston. Cognitive Coaching: A Foundation for Renaissance Schools, 2002. Quatroche, Bean & Hamilton. The Reading Teacher, V. 51, p. 562 – 570. Bond, Ross, Smith, Nunnery, Goldstein and Bowie. Analysis of the Impact of Sing, Spell, Read and Write on Reading /

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
		Instruction, Vocabulary Building, common assessments, interventionists, flexible small grouping, technology, paraprofessionals, parent workshops, Go-Math, Calendar Math, Mountain Math Outside consultants for PD, G&T Program		Records, Benchmark results, observations	Language Arts Achievement of Primary Grade Children, 1992. Main St. Academix, Study on the use of Benchmark Education Programs, 2005. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. Shaywitz, Sally. Overcoming Dyslexia, 2008 DuFour& Eaker. Professional Learning Communities at Work, 1998. Shepard. Linking Formative Assessment to Scaffolding. Educational Leadership, 2/05 pp. 81 – 83. Herman & Baker. Making Benchmark Testing Work. Educational Leadership, Vol. 63, November 2005. Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits and challenges, 2001. International Reading Assoc. for the Educational Achievement, 1992. Krashen, 1998 in Routman, 2000, pag. 84. Research has shown that "better libraries are related to better reading, as measured by standardized tests". Zemelman, Daniels & Hyde. Best Practice: New Standards for Teaching and Learning in America's Schools, 1998. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
					Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Optiz, M. Flexible Grouping in Reading: Practical Ways to Help Students Become Better Readers, 1998. Tomlinson & Allan. Leadership for Differentiating Schools and Classrooms, 2002. Cullinan, B. Independent Reading and School Achievement. ALA: September 2000. Empowering Students with Technology.2001. Gambrell, Morrow, Newman & Pressley, Best Practices in Literacy Instruction, 1999. NMSA. Technology and Student Learning, 2007. National Education Association. The Benefits of Paraprofessionals, 2000. Jensen, Eric. Teaching with the Brain in Mind, 1998. Cotton, Wikelund. Parent Involvement in Education. NWRES:SIRS, 2001. Newmann, Allensworth, Bryk. School Instructional Program Coherence Benefits

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)**
ELA	Students with Disabilities	Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent Workshops (survival tips) MyOn, Ela/ Math Summer Programs, before and After School Literacy and Math Program	School Administrator and Certified Staff	Ongoing: Star Tests in Literacy and Math, Unit Tests, DRA, evidence of learning in daily lesson, and standard tests, Math WAGGLE	Costa & Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools, 2002.* Quatroche, Bean & Hamilton. *The Reading Teacher, V. 51, p. 562 – 570.*
Math	Students with Disabilities				
ELA	Homeless	Before and After School Literacy and Math Program Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent Workshops (survival tips) MyOn, Ela/ Math Summer Programs, NJIT	School Administrator and Certified Staff	Ongoing: Star Tests in Literacy and Math, Unit Tests, DRA, evidence of learning in daily lesson, and standard tests, Math WAGGLE	Costa & Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools, 2002.* Quatroche, Bean & Hamilton. *The Reading Teacher, V. 51, p. 562 – 570.*
Math	Homeless				
ELA	Migrant	n/a			
Math	Migrant	n/a			

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ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	ELLs	Before and After School Literacy and Math Program Tutoring, I-Ready, Afterschool, Morning, Parent Literacy Academy, Author's Visits, Parent Workshops (survival tips) MyOn, Ela/ Math Summer Programs, NJIT	School Administrator and Certified Staff	Ongoing: Star Tests in Literacy and Math, Unit Tests, DRA, evidence of learning in daily lesson, and standard tests, Math WAGGLE	Costa & Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools, 2002.* Quatroche, Bean & Hamilton. *The Reading Teacher, V. 51, p. 562 – 570.*
Math	ELLs				
ELA	Economically Disadvantaged	Before and After School Literacy and Math Program	School Administrator and Certified Staff	Ongoing: Star Tests in Literacy and Math, Unit Tests, DRA, evidence of learning in daily lesson, and standard tests, Math WAGGLE	Costa & Garmston. *Cognitive Coaching: A Foundation for Renaissance Schools, 2002.* Quatroche, Bean & Hamilton. *The Reading Teacher, V. 51, p. 562 – 570.*
Math	Economically Disadvantaged				

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.					
Content Area Focus	**Target Population(s)**	**Name of Strategy**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Strategy** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Inclusion: Models of Co-Teaching, College Coursework and Workshops selected by Teachers based on their Professional Improvement Plan	Teachers	PARCC, NJASK, Star Common District Benchmark Assessments, Unit tests, Assessments, DRA/EDL, Math Baseline Inventory, Math Baseline Post Test, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Record.	DuFour & Eaker. Professional Learning Communities at Work, 1998. Ainsworth & Viegut. *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment, 2006.* Some of the research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Charles, 1992). The Principals' Partnership http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation.
Math	Students with Disabilities				
ELA	Homeless	Inclusion: Models of Co-Teaching, College Coursework and Workshops selected by Teachers based on their Professional Improvement Plan	Teachers	PARCC, NJASK, Star Common District Benchmark Assessments, Unit tests, Assessments, DRA/EDL, Math Baseline Inventory, Math Baseline Post Test, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of	Some of the research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Charles, 1992). The Principals' Partnership http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation.
Math	Homeless				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
				Technology Integration, Teacher Observation/Anecdotal Record.	
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Inclusion: Models of Co-Teaching, College Coursework and Workshops selected by Teachers based on their Professional Improvement Plan	Teachers	PARCC, NJASK, Star Common District Benchmark Assessments, Unit tests, Assessments, DRA/EDL, Math Baseline Inventory, Math Baseline Post Test, Reading Placement Test, Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Record.	Some of the research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Charles, 1992). The Principals' Partnership http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation.
Math	ELLs				
ELA	Economically Disadvantaged	Inclusion: Models of Co-Teaching, College Coursework and Workshops selected by Teachers based on their Professional	Teachers	PARCC, NJASK, Star Common District Benchmark Assessments, Unit tests, Assessments, DRA/EDL, Math Baseline Inventory, Math Baseline Post Test, Reading Placement Test,	Some of the research on classroom management has found that teachers feel more in control and more competent when they have a formal plan for discipline and procedures (Charles, 1992). The Principals'
Math	Economically Disadvantaged				

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		Improvement Plan		Writing Samples, Word Analysis Inventory, Writing Assessments and Running Records, Program Usage Data, Level of Materials Implementation, Level of Technology Integration, Teacher Observation/Anecdotal Record.	Partnership http://www.principalspartnership.com/ Sponsored by Union Pacific Foundation.

***Use an asterisk to denote new programs**.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The school administration team consisting of the principal, Vice-Principal and Instructional Leader will be responsible for evaluating the implementation of the school-wide program. In addition, the Superintendent, Assistant Superintendent, Director of Special Funded Programs, and district-wide content-area and program supervisors will also help evaluate the implementation of the school-wide program.

2. What barriers or challenges does the school anticipate during the implementation process?

   As in the past year, some of the barriers and challenges that the school anticipates during the implementation of the school-wide plan are the newness of some initiatives and the lack of knowledge about how to implement them. Fortunately adequate professional development time and opportunities have been built into the school calendar to address these areas.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The school will obtain the necessary buy-in from the staff by providing rationales and criteria about the initiatives in a way that makes sense to them. They will be provided adequate professional development and time to learn and to implement the new and relatively new initiatives. Staff will have access to assessment data to find out the results of the implementation of the initiatives. It is expected that the efforts spent on the initiatives will result in student improved performance. These expected positive findings are the ultimate evidence to obtain buy-in from the stakeholders.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

   The school will use surveys and evaluation forms at the conclusion of staff development sessions to gauge the perceptions of the staff.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

   The school will use evaluation forms during all parental/community activities to gauge the perception of the community.

6. How will the school structure interventions?

   The school will structure interventions at various levels to address the needs of students at risk. There will be tutoring sessions, intervention periods, and before and after school programs. There are criteria to identify student who will be serviced by all these interventions. Interventions will be structured based on students' needs determined by data assessment and resources available. Interventions will be designed following the Response to Intervention Pyramid. The majority of students will receive instruction and intervention in general in a whole class/whole group setting. As the students' needs are identified, the intervention method will move towards smaller group settings until, based on the individual student's need, he/she would receive one-on-one instruction. At the end of certain intervals, student will be assessed in order to revise the interventions.

7. How frequently will students receive instructional interventions?

   Students will receive instructional interventions on a daily basis. In some particular cases, students will receive extra additional intervention two/three times a week. The frequency of interventions is based on students' needs. In addition, they will receive intervention either before or after school during the year and tutoring, if needed.

8. What resources/technologies will the school use to support the school wide program?

   The school will use all the resources available to the school, both in man-power terms and in technological terms to support the school-wide program. Multiple technologies will be utilized to support the program. Teachers will use Smartboards, document cameras, iPods, iPads, Mac Books, Chrome Books, projectors, digital cameras, classroom sound amplifying systems, translating devices, the internet, and a school-home messaging device. Students will use these technologies on a daily basis in an interactive manner to enhance and facilitate learning.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

   The school will use multiple quantitative data sources to measure the effectiveness of the each intervention provided. Some of them include Intervention logs by support staff and teachers who work with students daily in and out of the classroom and all assessment data, both by individuals, classroom/grade level, and school wide.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    The school will disseminate the results of the school-wide program evaluation program to its stakeholder groups via multiple ways, some of which could include the following:

    - District and school website
      Notices sent home
    - Local newspaper
    - Parent meetings
    - Letters/ reports sent home
    - Dialogues and discussions
    - Parent Teacher Conferences
    - Back to School Night
    - PTO meetings
    - Board of Education meetings

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Family Literacy	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	Cunningham, Hall, & Sigmon. *The Teacher's Guide to the Four Blocks, 1999.* *Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.* Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. *Leadership for Differentiating Schools and Classrooms, 2002.*
Math	Students with Disabilities	Family Tools and Technology	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	
ELA	Homeless	Family Literacy	School Administrators,	Completion of Program, Evaluative Tool, NJASK, PARCC	Cunningham, Hall, & Sigmon. *The Teacher's Guide to the Four Blocks,*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Staff and Teachers	Test Scores	*1999.* *Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.* Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. *Leadership for Differentiating Schools and Classrooms, 2002.*
Math	Homeless	Family Tools and Technology	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	
ELA	Migrant	n/a	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	
Math	Migrant	n/a	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	
ELA	ELLs	Family Literacy	School Administrators,	Completion of Program, Evaluative Tool, NJASK, PARCC	Cunningham, Hall, & Sigmon. *The Teacher's Guide to the Four Blocks,*

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
			Staff and Teachers	Test Scores	*1999.* *Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.* Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. *Leadership for Differentiating Schools and Classrooms, 2002.*
Math	ELLs	Family Tools and Technology	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	
ELA	Economically Disadvantaged	Family Literacy	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	Cunningham, Hall, & Sigmon. *The Teacher's Guide to the Four Blocks, 1999.* *Fountas & Pinnel. Guided Reading: Good First Teaching for Children, 1996.* Marrapodi, Trudi. Helping Teachers Use Keys to Vocabulary Building. Research Advancement at Binghamton University, 2009. Reuters, Thomson. Houghton Mifflin
Math	Economically Disadvantaged	Family Tools and Technology	School Administrators, Staff and Teachers	Completion of Program, Evaluative Tool, NJASK, PARCC Test Scores	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
					Harcourt's Math Expressions and Saxon Math at Forefront of Mathematics, Curricula Resulting in Higher Math Achievement, According to New Federal Study, 2009. Tomlinson & Allan. *Leadership for Differentiating Schools and Classrooms, 2002.*

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

Our comprehensive parent involvement plan and design includes opportunities for parents and families to participate in standards based programs. Parenting skills development and enhancement workshops, seminars and sessions are provided by trained parenting skills facilitators to address parent and family needs in that area, with an emphasis on family and child social-emotional growth and development as well as ways to enhance and support academic achievement. The school's guidance counselor and home school liaison provide activities, and often collaborate with agencies and support services in the community for these presentations and family outreach. The School's guidance counselor provides services to our students and their families. The counselor works to promote healthy growth in students through academic, personal and social development. The counselor works with the principal, teachers, nurse, and community agencies to assess student needs and develop a plan of action to help individual students. The home-school liaison collaborates with the PTO staff to provide workshops for the parents. Parents are encouraged to attend monthly family nights, which provide the parents the opportunity to come to school and do a fun activity with their children. Parents are also encouraged to attend special yearly events such as Back-to-School Night, American Education Week Visits, and School Programs. To increase students' academic achievement we offer our parents monthly workshops both during the day and evening on strategies that they use at home to help their children. These workshops help connect our parental involvement with the priority problems we have identified. The Anthony V. Ceres School has a school nurse who plays a vital role in assisting our families by finding organizations that meet their health care needs. The nurse assesses the physical needs of the students through various screening programs such as vision, hearing, scoliosis, height, weight and dental. Communication between the home and school is of utmost importance. Communication with the home is maintained through the use of district and school websites, emails, Channel 34, and other correspondence is distributed in both English and Spanish. Report cards, test scores and other important information are distributed in both languages when possible. Parents are also kept abreast of the students' academic performances at parent/teacher conferences. It is important to provide parents with information on the child's strengths and weaknesses and to encourage their assistance in providing their children support at home.

2. How will the school engage parents in the development of the written parent involvement policy?

Parents are part of the School Leadership Cabinet (ScIP), Home School Relations Committee, and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the written parent involvement policy.

3. How will the school distribute its written parent involvement policy?

- Back to School Night
- Parent/Teacher Conferences
- Notices sent home
- District and school website
- Parent meetings
- School Website

4. How will the school engage parents in the development of the school-parent compact?

Parents are part of the School Leadership Cabinet, Home School Relations Committee and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the school-parent compact.

5. How will the school ensure that parents receive and review the school-parent compact?

Parents receive the school-parent compact through the student information/forms packet they receive from their homeroom teacher on Back-To-School Night. The parent compact and parent involvement policy are distributed and reviewed with the parents. The home-school liaison ascertains that all parents have received and signed the agreement. Newly enrolled students/parents receive the compact throughout the year.

6. How will the school report its student achievement data to families and the community?

- Notices sent home
- District and school website
- NJDOE website
- Local newspaper
- District Newspaper (Educator)
- School quarterly newsletter with topics such as how to help with homework.
- Parent meetings
- Letters/Score reports sent home
- Parent Conferences
- Report Cards
- Calendars
- New Jersey State Report Card

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

When the New Jersey Department of Education sends an official notification of the district's status in meeting the Annual Measurable Achievement Objectives (AMAOs) for Title III, we comply with the requirement to inform parents by writing a letter, signed by the Superintendent of Schools, to all parents of students.

8. How will the school inform families and the community of the school's disaggregated assessment results?

- Notices sent home
- District and school website
- NJDOE website
- Local newspaper)
- Parent meetings
- Letters/Score reports sent home
- Parent Conferences
- Report Cards
- Calendars
- New Jersey State Report Card

9. How will the school involve families and the community in the development of the Title I School wide Plan?

Parents are part of the School Leadership Cabinet and PTO, where the plan is discussed and reviewed. The SLC and other staff members are involved in the development of the Unified Plan.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

10. How will the school inform families about the academic achievement of their child/children?

- Standardized Scores reports provided by the scoring company are sent home.
- Parent / Teacher Conferences
- Report Cards
- Tests are sent home to parents by teachers for parent signatures.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

We will continue to provide parent workshops and activities that address student achievement.

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	60 100%	Retention of HQ teachers is encouraged with tuition reimbursement (as negotiated), intense staff development and very open communications between administration and staff. Instructional Paraprofessionals are provided with college tuition reimbursement and preparation classes for ParaPro exams. The negotiated salary structure rewards paraprofessionals for continuing their education and encourages paraprofessional to become fully HQ certified teachers Some of the strategies to help with the retention of our newly hired highly qualified staff are orientation for all new teachers and staff, New Staff Institute – 3 days, required reading course for all first year teachers, and a mentoring program to support novice teachers in the performance of their duties and in attaining their teaching objectives. The Perth Amboy Public Schools District also offers on-site graduate classes and staff development, collaboration between AFT, Cohort - National Board Certification, Project Tell – Kean University to help teach English Language Learners techniques and training for SLC committees on how to go through the interview, selection, and hiring process for the best-qualified staff. We also recognize our highly qualified teachers through the NJ Governor's Teacher and Teacher of the Year Awards.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0%	

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

	Number & Percent	Description of Strategy to Retain HQ Staff
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	11 100%	Instructional Paraprofessionals are provided with college tuition reimbursement and preparation classes for ParaPro exams. The negotiated salary structure rewards paraprofessionals for continuing their education and encourages paraprofessional to become fully HQ certified teachers
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0%	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	**Individuals Responsible**
The Perth Amboy District currently employs a full- time Human Resources Manager for the purpose of recruiting and retaining high-quality teachers. Some of the strategies used to attract highly qualified staff are: A formal recruiting program that includes on-campus college recruiting, college partnerships (i.e. Transition to Teaching, Pathways to Teaching), Internet recruiting (i.e. www.NJHIRE.com, which is run by the NJDOE, www.NJSCHOOLSJOBS.com, the district website www.paps.net and the use of local cable access PATV Station #34), and more traditional media such as brochures, and newspapers.	**Superintendent** **Human Resources Manager** **Administrators**